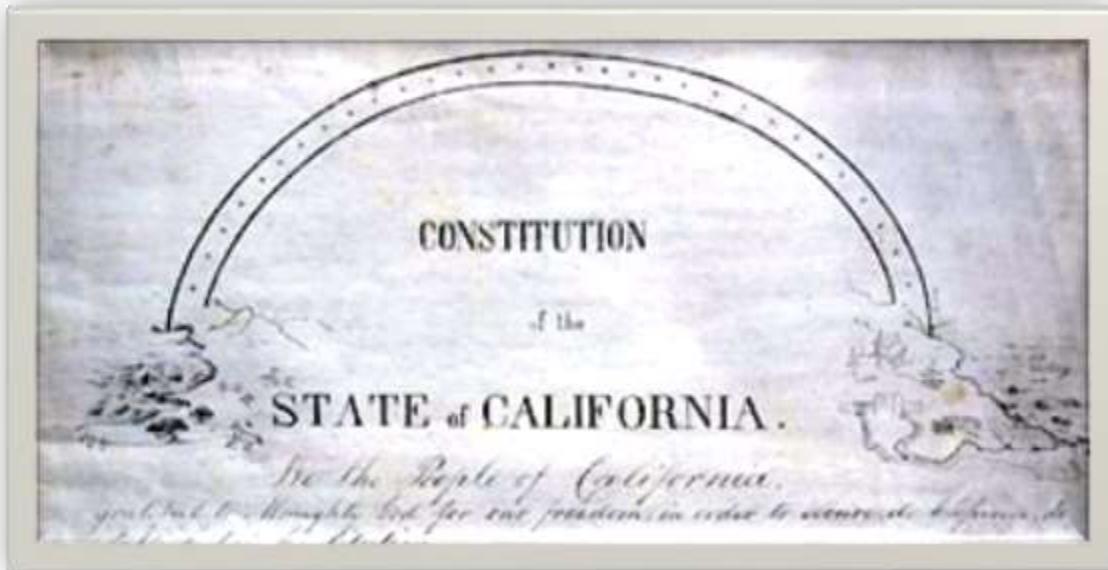


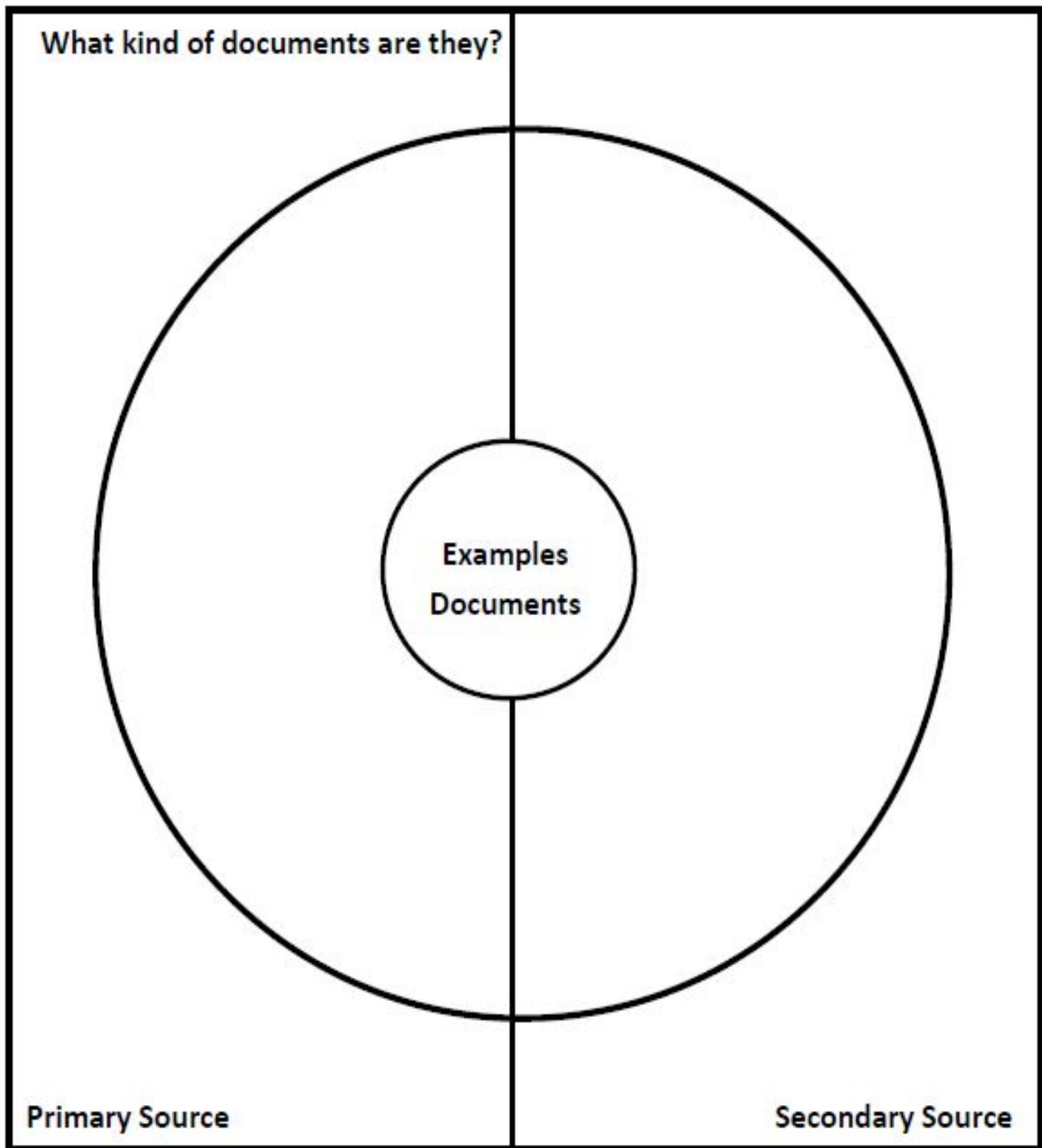
4th Grade
Unit of Study
**California Bilingual
Constitution 1849**

Student Journal



First Edition

Lesson 1 Brainstorming/Circle Map



Era Envelope: Teacher Rationale and Protocol

Purpose: This task is used to build and provide relevant background knowledge to students as part of preparing learners to read a text that is situated in a specific time period. Learning about the societal norms, politics, culture, and so on of a particular era helps students understand the historical context of an event, and thus better access the message, undertones, and nuances of texts that may be misunderstood or misinterpreted otherwise such as speeches, poems, and historical fiction.

Required for use: To create the Era Envelope—an envelope with four to six pieces of background information—the teacher chooses relevant texts or photographs—with captions- that illustrate a particular aspect of a time period. Each item in the envelope must fit on one page. In addition to the pieces of background information, the teacher creates a graphic organizer to be used by students as they read each piece. The graphic organizer serves to focus the students' reading of the texts, highlighting salient information to consider, and the space to write responses.

Structure of the task: The Era Envelope consists of a large manila envelope or a folder, which contains four to six pieces of background information, along with focus questions to guide reading. Students work together in groups, based on the number of background information texts. The task begins with each student reading a different background text and answering the corresponding focus questions on the task handout. After about five minutes, students rotate papers, and each student repeats the process with a new text. Eventually all students will have read the documents.

Process outline:

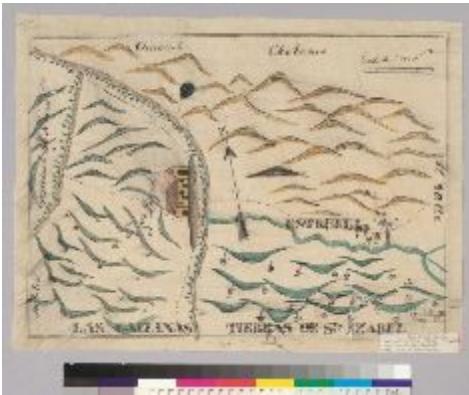
- 1) Students sit in heterogeneous groups of three or four based on the number of texts.
- 2) One student opens and distributes the texts in the envelope, one to each student in the group.
- 3) A second student distributes the accompanying handout for the task.
- 4) Each student reads his or her text—or examines the visual—and takes notes writes answers on the corresponding box of the handout.
- 5) At the teacher's signal, students pass their papers in the direction specified.
- 6) Students repeat this process until all texts are read.
- 7) After everyone in the group has read and responded to the focus questions, students share responses text by text, adding to or revising responses as needed.

Options for scaffolding: For classes with students who are at varying levels of English proficiency, teachers have the option of placing students in heterogeneous base groups and homogeneous expert groups, based on students' English proficiency and reading level. Though different expert groups may read material of varying levels of textual difficulty, all groups are responsible for the same academic and cognitive tasks, and each member of the expert group contributes equally to the knowledge of his or her base group.

Adapted from Understanding Language ell.stanford.edu

Era Envelope Directions: In a group of 3-4, analyze each document and questions below.

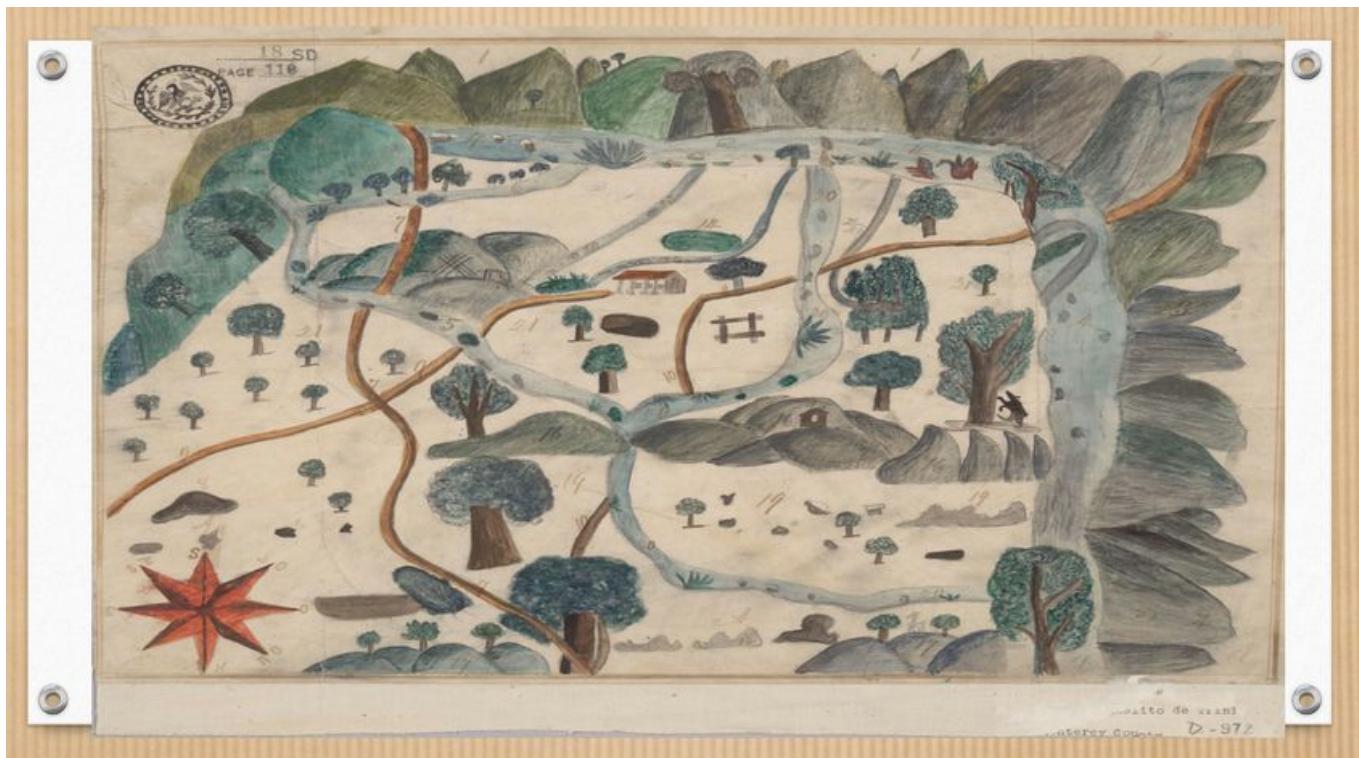
Focus Questions	Document A	Document B	Document C	Document D
Site the source.				
Describe what you see.				
List people, objects, words or activities.				
What questions do you have about the document?				



Lesson 1 Stop and Jot

Based upon your observations of the evidence in your Era Envelope, what do you know about this time period? Write a paragraph explaining what you know, citing evidence to support your claim.

Document A



Diseño del Rancho San Miguelito [1841?]

This *diseño* depicts the Rancho San Miguelito (now part of Fort Hunter Liggett). The ranch house is shown at or near the site of the current San Miguelito ranch - near the confluence of Stony Creek, which flows south from Stony Valley at the north (bottom) side of the map, and the Nacimiento River, flowing along the south (top) side. This *diseño* rises to the level of folk art - note the bear and other animals.

The original image, with its complete catalog record, is available from the Online Archive of California at:

<http://ark.cdlib.org/ark:/13030/hb9489p1rs/>

Document B



About this photograph

Creator unknown.

Date created 1852 Location California

Miners pose for a photo during the California Gold Rush at Auburn Ravine in 1852. The photo shows both white and Chinese miners.

Document C



Title:

[Dance of native Californians at San Francisco de Assis Mission, California]

Creator/Contributor:

Choris, Ludwig (1795-1828), Russian, artist

Date:

[1816]

Contributing Institution:

[UC Berkeley, Bancroft Library](#)

Document D



Manifest Destiny: American Progress, an 1872 painting by [John Gast](#) an allegorical representation of the modernization of the new west. Here [Columbia](#), a personification of the United States, leads civilization westward with American settlers. She brings light from the East into the darkness of the West, stringing telegraph wire as she sweeps west; she holds a school book as well (it is not a Bible). The different stages of economic activity of the pioneers are highlighted and, especially, the evolving forms of transportation. The dark shading from the left side interprets that no one is familiar with the Western side of America, where civilization with settlers and Indians are . While the right side is the original America and shows pioneers and railroad transportation.

Novel Ideas Only

Prompt: _____

Novel Ideas:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Lesson 2 Background Essay

Double Entry Journal

<u>Main Points from the Text</u>	<u>Supporting Evidence</u>



Lesson 2 Reflection

What connections can be made to your examination of the documents in yesterday's lesson and your learning today?

Think about the Big Idea and Essential Questions. Record your thoughts based upon your learning.

California History Background Essay

The First Inhabitants

The first inhabitants in what we now know to be California found a land that was rich in natural resources. These California natives were the first people to build their villages and settle in the mountains, deserts, and coastal regions of California. The areas where they settled and the natural resources that were found there determined the kind of homes they built, the food they ate, and the type of clothing that they wore. The coastal tribes found much of their food in the vast coastal waters filled with gulls, egrets, whales, seals, fish, and otters. Villages along the rivers and streams provided other abundant resources for the people living there. They gathered acorns, roots, nuts, and other wild plants to add to their diets in the large oak groves. Because of the many natural resources found here, the California Indians were more prosperous than other Native American tribes from other places in North America. Their vast knowledge and understanding of the plants and animals living in their region was important to their survival. This knowledge was passed down from generation to generation. Because of their understanding of the environment, they were able to adapt their lifestyle, live off the land, and trade items with other groups of Indians outside of their immediate villages. They lived productive, peaceful lives in harmony with nature.

Before Spanish colonization in the late 18th century, there were more than 300,000 Native Californians, and there were more than 200 tribes and at least 100 different languages that were spoken.



Cabrillo National Monument in
Point Loma, California

European Explorers

In the 1500s, European explorers started sailing across the Atlantic Ocean. It was believed that California was an island, and these early explorers had heard stories about a body of water that connected the Atlantic Ocean to the Pacific Ocean. Finding this passage of water that explorers called the Strait of Anian or the Northwest Passage would shorten the time it took to get to Asia. The discoverer of this shortcut would become a rich man because of the trade benefits in finding a quicker route. A Spanish explorer, Juan Cabrillo, sailed north from what

is now Mexico in 1542 to find a route to Asia. He explored present-day San Diego, Cape San Martin, and San Miguel Island. Cabrillo's descriptions of the coastline provided a simple guide for future sailors. By 1543, Spanish ships had sailed as far north as Oregon, claiming these newly discovered lands for Spain. Spanish officials were disappointed by these early voyages. The Strait of Anian had not been found, no treasures had been found, and Cabrillo described the coast as desolate and rocky with dangerous winds. All of this made it difficult to go ashore. Because it was not the paradise that Spanish officials had expected, they lost interest in further exploration for a while, although the land became part of the Spanish empire.



Spanish Colonization and the Missions

Although Spain had claimed California, they had considered it too far north to settle and it remained an unsettled part of the empire. They did not begin to think about colonizing Alta California until England and Russia began to show interest in the region. In 1769, the “sacred expedition” began led by Captain Gaspar de Portola and Father Junipero Serra. This joint expedition of soldiers and Franciscans planned to extend the Spanish empire into Upper California by building permanent Spanish settlements. They felt that the best way to do this was to establish a series of missions. They would convert the Indians to the Christian faith, and they would use the Indians to help them build and farm.

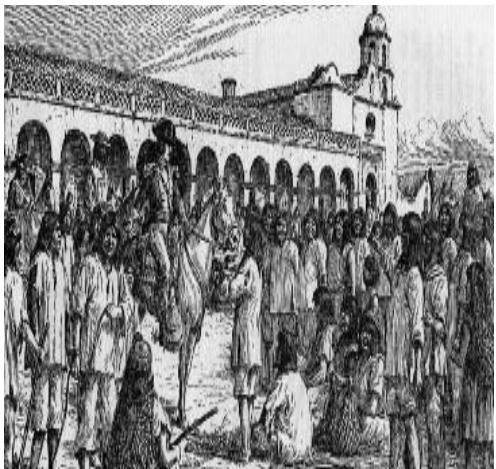
The first expedition landed in present-day San Diego on June 29, 1769. Father Serra established Mission San Diego de Alcalá on July 16, 1769, the first of 21 Spanish missions that would extend north and south along the California coast. On Presidio Hill, just outside of San Diego, stands a cross and on it is written, “Here Father Serra first raised the cross. Here began the first mission, here the first town, San Diego, July 16, 1769.” Soon after this, Father Serra sailed to Monterey Bay where he established the second mission, Mission San Carlos de Monterey. The first mass was held there June 3, 1770. Once these two first mission were established, the hard work of settling the area truly began. By 1823, the Spaniards had

founded 21 missions and numerous villages from San Diego to Sonoma.

Life on the Missions

For the missions to survive and flourish, the padres knew that they needed the help of the native Californians. They attracted them to the missions by giving gifts of brightly colored

glass beads, clothing, blankets, and food. Once the Indians trusted the padres, they were encouraged to move into the missions or a nearby village.



When the Indians moved into the mission community, they were not allowed to leave it without permission. Confined to life on the missions, they were no longer free to move about but instead they were ruled by the padres who set labor, or work hours and worship hours. They were expected to attend church services several times a day and they were taught the basic skills of farming and building. They were assigned jobs based upon these skills and were required to put in a certain number of hours each week making adobe bricks or roof tiles, building walls, tilling the fields, or working at a handcraft.

Although the missionaries may have been caring and well meaning, they did not respect or understand the very different Native American customs and traditions. Their aim was to bring about a very rapid change in their language, dress, work habits, and customs. By European standards the Indians were considered wild and lawless. These negative attitudes and treatment of them as inferior led to their mistreatment and abuse.

Mission life was not kind or good for these native Californians. During the measles epidemic of 1806, one-fourth of the population of the San Francisco Bay area died from the disease or its complications. Because their immune systems had never been exposed to European diseases like smallpox, dysentery, influenza, and measles, the diseases were passed from group to group. By 1848, the Native American population had been reduced by 2/3.

Presidios and Pueblos

Although the missions were the main focus of Spanish colonization, they also established four presidios, or forts along the California coast. These were built to protect the missions from attack, and the sites were carefully chosen by the Spanish officials. Like the missions, they needed to be built where fresh water was available and also near ports so that supplies could be delivered. These presidios were also needed to defend the harbors from attack by foreign ships. The first presidio was built in San Diego in 1769. This was soon followed by the other three which were evenly spaced as far north as Monterey.

In the early days of the Spanish settlement, one of the biggest problems was getting enough food to supply the soldiers living in the presidios. In an effort to solve this



problem, pueblos were built around the presidios. These small towns were different from the presidios which were run by the soldiers and the missions which were run by the Catholic priests. The pueblos were run by the people living there. To attract settlers to come to the new towns, the government provided free land, livestock or cattle, equipment for farming, and a yearly allowance for clothes and other supplies. They were not required to pay taxes for the first five years that they lived there. The presidios also offered them protection. In return for all of this, the new settlers to the pueblo were required to sell their extra agricultural supplies to the presidios. This helped the forts to get the food they needed for the soldiers.

In 1821, Mexican became independent of Spain. The Mexican Government felt that the missions had been successful. In 1833, they passed the secularization law, which took the mission land away from the Catholic Church. This law allowed the Mexican government to be able to grant, or give land to private citizens. The mission system came to a close 64 years after the founding of the first mission, San Diego de Alcalâ and only ten years after the 21st mission was started. The decline of the missions gave rise to a new period in California's history, the Californios. This was a period of land grants and extensive farming and ranching.

By 1848, diseases springing from centuries of interaction with the Spanish had reduced California's native population by more than two-thirds. This catastrophic decline disrupted families, communities, and trading networks, weakening native resistance to Spanish, Mexican, and American intrusion.



Lesson 2 Reflection

What connections can be made to your examination of the documents in yesterday's lesson and your learning today? Think about the Big Idea and Essential Questions. Record your thoughts based upon your learning.

Lessons 3-5 Process Grid

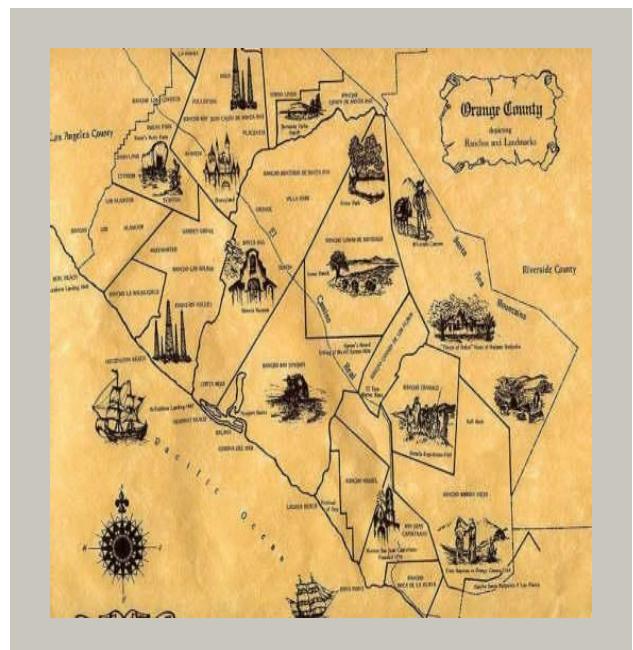
Name of Group	Who were they?	Where did they come from?	What was happening at that time?	What was the group's legacy?
Californios				
Pioneers				
Miners/49ers				

Mexican California & the Rancho Period 1821-1848

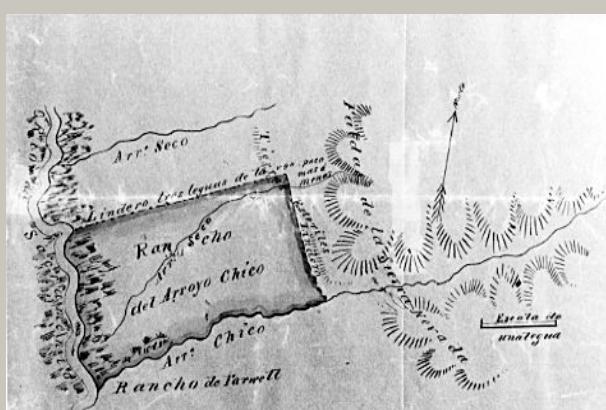
The Mexican War for Independence began in 1810. Prior to this, California was under Spanish rule. This meant that most of the land was controlled by the missions and the less than 30 land grants that were recorded during that time. When Mexico took control of California in 1821, they wanted to put all of that mission land into the hands of private citizens. The government was no longer interested in supporting the missions. In 1833, they decided that these lands should be transferred from the Catholic Church to the pueblos, or towns. This transfer of land was called secularization, and it was the end of the mission period. It was the beginning of the “golden days” of the rancho period.

Land Grants

The newly appointed Mexican governors wanted people to settle in California, and they awarded over 800 land grants between 1833-1846. A land grant was a gift of real estate made by the government to an individual. The law said that a grant could not exceed eleven leagues which is about 4,500 acres. Most ranchos were about five leagues or less. Some well-connected Californio families like the Vallejos, Alvarados, Peraltas, and Carillos were able to get land grants for each member of the family. This allowed them to get hundreds of thousands of acres of excellent farm land and created an elite class of ranchos.



The Californios



This diseño, or hand drawn map would have been drawn to show the physical features found on the rancho.

Most of the people who came and settled in California between 1770-1846 were from Spain and Mexico. These people spoke Spanish and called themselves Californios. Most of the people who were given these land grants were Californios, and their wealth was closely tied to their land holdings, or ranchos.

Family life was very important to the Californios. Their families often had up to

fifteen children. Some families like the Robles family had 29 children. Grandparents, in-laws and other relatives often lived on the rancho with the family. The children on the rancho received very little in the way of formal education. The boys were taught to be good horsemen and to be polite and happy. The girls were taught to embroider and to dance well. Visitors were always welcome on the rancho. There were always guests on the rancho, and hospitality was very important to the Californios. Even strangers who stopped by were invited to stay and were treated as family.

The Rancho Economy

The ranchos mainly raised cattle because there was money to be made from the cattle hides, or skins. They were an important source of meat for food. Their hides would then be tanned and made into saddles, boots, harnesses, and reatas, or ropes. The hides were used as “money” and each dried steer hide was worth approximately one dollar. These hides were called a “California bank note”. The rancheros bartered, or traded, the hides for goods that they could not make themselves like silk, china, and shoes. The rancheros were also able to sell another important part of the steer. The hard fat from parts of the cattle called tallow was used. This fat was melted down into another type of fat that was used to make soap and candles. This fat was sent to South American candle and soap factories.

Because the ranchos were so large and mostly self-sufficient, it might take as many as 100 or more workers to do the work there. These jobs included wool combers, tanners, soap-makers, washerwomen, blacksmiths, and other trades persons. Many of these laborers were well-trained Indian vaqueros, or cowboys, who herded the cattle, processed the tallow in huge iron pots, tended the gardens, and harvested crops. It was these workers who made it possible for the Californios to live their lavish lifestyles. In return for their hard work, the Mexican and Indian workers were given shelter and lodging.



Towards the end of the 19th century, immigrants from around the world were flooding into California. Many Californios married American and European settlers as a way to keep their status and lands.

Their Legacy

Although the “golden age” of the Californios and the rancho period ended around 1846, their influence is still seen throughout California. Today, many descendants of the Californio families still live here. Californio names like Sepulveda, Yorba, Pico, Vallejo, and Peralta mark the streets and towns of modern California.

The ranchos established a land-use pattern that is still recognizable today. Rancho boundaries became the basis for California’s land survey systems. Land development today often follows the boundaries of the ranchos and retains the original name. Some examples of this are Rancho San Diego, Rancho Bernardo, and Rancho Santa Margarita.

The architecture, particularly in Southern California is very reminiscent of the Spanish period. White stucco walls, red roof tiles, arched windows, balconies and even bell towers are incorporated into modern buildings



The San Gabriel Civic Auditorium is an example of the Spanish Mission Revival style of architecture.

The Hispanic and Spanish influence is also reflected in the foods and music that is found throughout California.

It is clear that the “golden age” of the Californios made a huge impact on the land development, culture, and way of life in Southern California. Their influence lives on.

Lesson 3: Extending Understanding

Diseños-Hand Drawn Maps

After Mexico took over California in 1822, the rancho period began. The government had decided that it wanted nothing to do with the old Spanish ways. One of the changes that they made was to close all of the 21 missions that Spain had created and give away all of the mission land. This land was given away as land grants. A land grant was applied for in writing and any Mexican citizen could apply. However, not everyone who applied was granted land. Usually, the land was given to people of influence like soldiers and wealthy landowners. Much of this land was developed into ranchos, huge ranches that raised cattle. When someone applied for a land grant, they had to turn in a diseño, or hand-drawn map showing the land that they wanted.

These maps marked the natural geography of the land. Some of the details included on a diseño would be sketches of the trees, clumps of cacti, hilltops or valleys, creek beds or other bodies of water, or large boulders.

Directions:

- Examine the diseños on the PowerPoint. Notice the various features that the map maker included on the map.
- Draw a diseño of your ideal rancho. This can be done individually, with a partner, or a group. Be sure to include the various landforms and features found on your rancho and give it a name.
- Once the diseños have been completed, place them around the classroom for a gallery walk.

Ranchos and Vaqueros

The History of the Vaqueros Begins in Spain

Vaqueros were known to be highly skilled horsemen. When the Spanish first began building the missions from San Diego to Sonoma, they brought with them the horsemanship skills that had been learned on the battlefields in Europe. These skills go back as far as medieval times, 500 AD-1500. The war horse skills that these knights had were many of the same skills that were required of the vaqueros, or cowboys who worked on the ranchos. The vaquero culture was inherited from the Spanish cavalry, and this culture developed into a fine art in California through the Mission era, into the Rancho era, and beyond by the Spanish, Native Californians, Mexicans, and the cowboys who had migrated from the eastern part of the United States. The cow horses that they rode on the ranchos owed their existence to the Spanish bridle horses that were brought to California by the Spaniards. The vaqueros had their own methods of training their horses and working the cattle.



Cattle from Mexico

The first cattle came north from Mexico, and they belonged to the missions. These cattle were thin, short-haired animals with long, thin legs and long horns. They came in a variety of colors, both light and dark. When Mexico took control of California and took the mission land from the Catholic Church, these herds of cattle were given to the government and to individuals. These were the cattle that ended up on the ranchos.

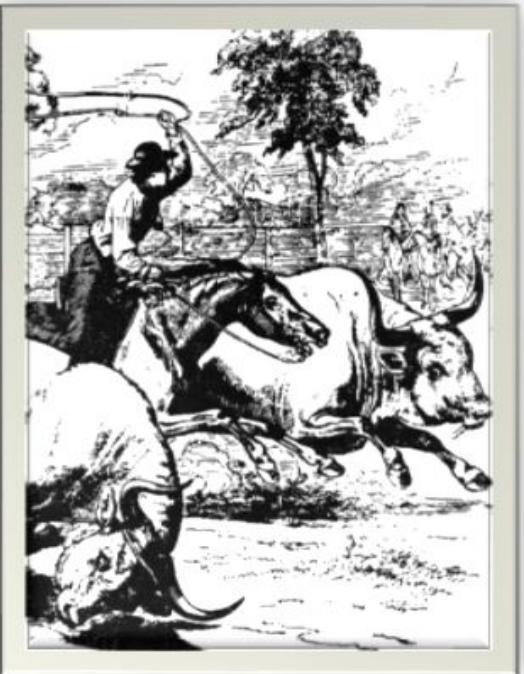


Raising cattle was the main business on the ranchos. To receive a land grant, the ranchero or ranch owner, had to agree to have at least 150 cattle on his land. The wealth of a rancho was not counted by the amount of land, but in the number of heads of cattle.

The Work of the Vaqueros

The vaqueros worked very hard and often had to travel many miles over rough terrain. Because there were no fences between the ranchos, the cattle were allowed to roam freely. This would cause the herds from several ranchos to mix. Each spring, it was the job of the vaqueros to round up, or gather the cattle. All of the cattle would be rounded up and taken to one rancho. There they were sorted out according to the rancho they belonged to.

Sometimes it was hard to identify the owners of the cattle. The difficult job of sorting the cattle was made easier because each rancho had their own brand or symbol. A ranchero would have to register their brand with the local government office. They would be listed in a book of records.



During the spring round-up, the vaqueros would count the cattle so that the rancheros would know the size of their herds. They kept count by marking a notch on a stick for every 10 animals.

Then the vaqueros would brand the new calves with a branding iron. The branding iron was about five inches across and six inches long. It was attached to a long handle. This was heated in a fire, and when it was hot enough, the brand was put on the left hip of the animal. This would leave an identifying mark or symbol on the calves' hide. It would take two cowboys to do this job.



Cattle Brand Activity



Create your own brand for your rancho. Brands usually consist of letters, numbers characters, and symbols. A brand can be a combination of all three. A letter that is on its side is called “lazy”. A letter that is curved at the end is said to be “running”. A letter that is slanted is said to be “tumbling”. Use the space below to practice making your brand.



Choose a person from the past and create a journal from their point of view about an event in their life. Remember to use 1st person personal pronouns (I, me, my, mine, we, us, our, ours).

Your beginning sentence
should start with... →



Describe
the scene

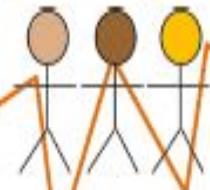


What were
you doing?

What were
you thinking?

What did you say?

What were the
other people doing
around you?



How were
you
feeling?

Questions to Support Journal Writing

The United States Grows

Westward Expansion

In the early 1800's, the United States started to grow, or expand. These new lands were purchased, won in wars, or gained in treaties with other countries. In 1803, the United States government bought a large area of land west of the Mississippi River from France. This was called the Louisiana Purchase and it more than doubled the size of the United States. This huge new territory stretched from the Mississippi River to the Rocky Mountains.



This huge new territory stretched from the Mississippi River to the Rocky Mountains. In 1846, a treaty with Britain added the Oregon Territory. This was the first area that the U.S. controlled along the Pacific Ocean. In 1848, the United States defeated Mexico in a war and gained most of the Southwest, including land in California. This opened up vast new lands for settlement, however, not much was known about these lands.

Manifest Destiny

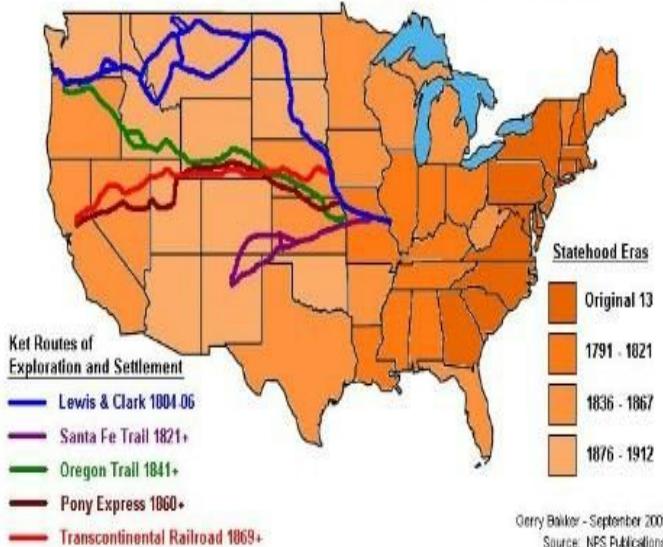
In the 19th century, there was a belief that the United States should expand all the way to the Pacific Ocean. The word "manifest" means obvious and implies that there is no question that the U.S. territories should grow. "Destiny" shows that many Americans at this time felt that this was inevitable, or certain. They felt that it was their right to expand westward across the continent. Manifest Destiny was seen as a sign of the greatness of the American people and their ideals.

Trails Leading West

President Thomas Jefferson wanted to learn about these new lands, so he asked Congress to pay for an expedition to explore this new territory. In 1804 and 1805, the Lewis and Clark expedition searched for a water route to the Pacific Ocean. They studied the resources of the areas and noted how the Indians used plants as medicines. They were not able to find a continuous water route to the Pacific, but they did map the mountains, rivers, plains, and lakes they had crossed.

After Lewis and Clark, many other explorers and fur traders continued to gain information about the West. There was no easy way to get to California from the East. People wanted to find new routes, and in 1826, Jedediah Smith was the first to lead a group of fur trappers through the Utah and Mojave Deserts. John C. Fremont, another pioneer, traveled all over the area making maps and writing reports for the U.S. government. His reports

Westward Expansion of the United States



made many Americans living in the East interested in moving west.

Settlers began moving west for a variety of reasons in the 1830s. Some moved because of the many economic opportunities offered. There was rich, cheap farmland, mineral wealth, and other types of business opportunities that settling in a new place could give them. Others were looking for religious freedom. The one thing that most settlers had in common though was the hope for a better life. That hope made the difficult journey worthwhile.

Wagon Train Crossing a River



There were many dangers that pioneers faced on their trek west. In addition to crossing steep mountain trails and walking through the hot, dry deserts, accidents along the trail were the leading cause of injury or death. One of the most dangerous things that they had to do was to ford, or cross rivers. After a rainstorm, the rivers could be swollen and the rushing waters could tip over the wagons, drowning both people and oxen. Animals could also panic when trying to wade through the deep, rushing waters which might also cause the wagons to overturn. Another accident that occurred along the trail was being run over by a wagon wheel. Both children and adults could slip out of the wagon and fall under the wheels. The second leading cause of injury and death was the accidental discharge of a firearm, or gun. It was safer to keep rifles unloaded. Disease and illness were responsible for a great many deaths. Cholera, small pox, flu, measles, mumps, or tuberculosis could spread very quickly through an entire wagon train. Other causes of death along the trail were lightning, hailstorms, grass fires, snakebite, stampeding livestock, and attacks by other emigrants.

PROVISIONS

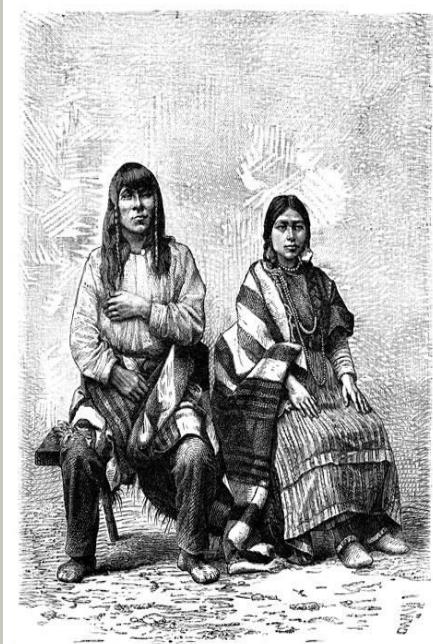
600 lbs. flour
300 lbs. meat
50 lbs. beans
100 lbs. rice
2 lbs. crackers
300 lbs. bacon
200 lbs. ham
50 lbs. dry beef
50 lbs. cheese
50 lbs. butter
400 lbs. sugar
20 gallons syrup
50 lbs black tea
100 lbs coffee
400 lbs dried apples
100 lbs dried peaches
20 lbs. salt
40 lbs. dessicated veg. raisens

Supplies

Many of the people deciding to leave their homes and venture into the wilderness were farmers and a few artisans. After selling their farms, furniture and household items, and farm equipment and animals, they would have enough cash to outfit themselves for the trip. They would usually get one or two small, sturdy wagons, six to ten oxen, and a milk cow or two. The list to the left would be the provisions, or supplies for a family of four. In addition to food supplies, each man took a rifle or shotgun and a good hunting knife. Farming tools, carpentry tools, and seeds for crops were also an important part of their supply list. Pioneers had to be very creative to keep their food items from going bad. Bacon could be protected by packing it inside a barrel of bran, and eggs could be protected by packing them inside barrels of corn meal. Along the trail, pioneers could often kill buffalo, antelope, and other small animals to keep them supplied with meat.

Legacy

Over the next few decades, thousands of settlers migrated west in search of the free lands that were offered there. These new arrivals changed the western landscape forever. The settlement of the West stimulated the growth of towns and cities throughout the land. New states were added to the United States and democracy spread. It created a need for better, faster transportation from coast to coast, so the Transcontinental Railroad was built to move goods and people from east to west. Communication improved with the invention of the telegraph. The Native Americans were the most impacted by the movement west losing most of their hunting and gathering lands and being forced to live on reservations. Because many of the pioneers believed that Manifest Destiny gave them the right and power to take whatever land they wanted, they settled, farmed, and planted on Indian land.





Lesson 5 Extended Anticipatory Guide

Opinion	Agree	Disagree	Evidence
Before the Gold Rush, California had not been settled.			
All of the people who became 49ers, struck it rich.			
During the Gold Rush, towns would spring up overnight.			
People other than the miners got rich as a result of the Gold Rush.			
People of all races were treated fairly during the Gold Rush.			

Language for Agreeing	Language for Disagreeing
<ul style="list-style-type: none">I agree with the statement ____ because ____.I have a similar opinion. I believe....I agree with you that ____ because ____.	<ul style="list-style-type: none">I disagree with the statement ____ because ____.I have a different opinion. I believe ____.I respectfully disagree with you, I believe ____ because ____.



Trail to Riches: The California Gold Rush and the Settlement of the Pacific Northwest

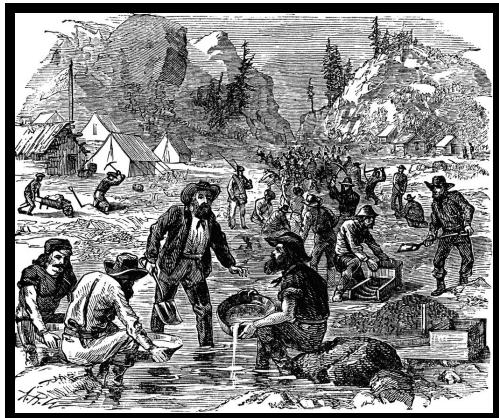
Video Annotation

Question	Answer
In the 1700s, Spain built a series of Missions. What work did the mission do?	
What was the effect of Mexico taking control of California?	
What was one of the conditions of John Sutter's Mexican Land Grant? How did he solve the problem that this condition created?	
Who signed the Treaty of Guadalupe Hidalgo, and what did it establish?	
Who was the first person to discover gold in California? Describe how it happened.	
What were the effects of the discovery of gold on John Sutter?	

What evidence from the video supports that gold is heavier than sand and pebbles?	
What is an entrepreneur? How did Sam Brannan “strike it rich”? Tell what you know about him.	
The narrator talks about gold fever and our obsession with the “insanity of greed”. Explain this phrase using evidence from the video to support your claim.	
Describe some of the injustices experienced by people of other cultures.	

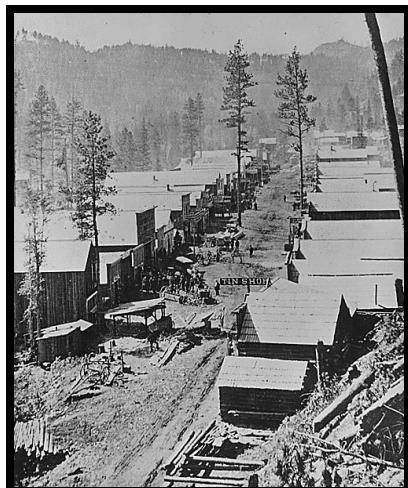
The Legacy of California's Gold Rush

The discovery of gold on January 24, 1848, by James Marshall had a profound effect on California. People throughout the country borrowed money, mortgaged or sold their property, and spent their life savings to make the difficult trek to California. They came dreaming of great wealth and left behind their families and friends. This left the women behind to take on the new responsibilities of running farms and businesses while caring for their children alone.



California's population became more diverse, or different.

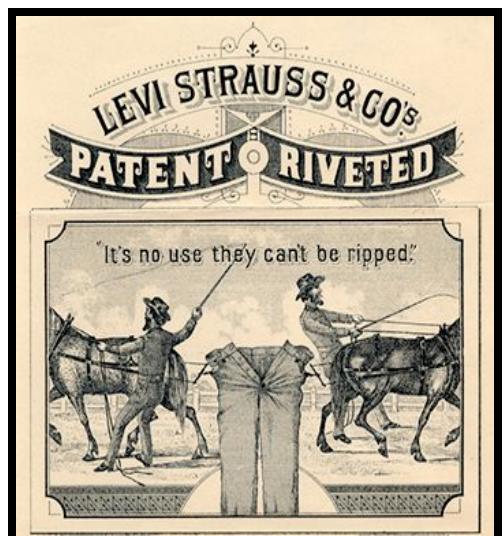
Thousands of 49ers traveled across mountains or by sea to get to California. In early 1848, the non-Indian population was 20,000 but by 1852, there were over 220,000 non-Indian people living there. Immigrants from around the world rushed to California, and by 1850, more than 25% of the population had been born outside of the U.S. People came from the Oregon Territory, the Sandwich Islands (now Hawaii), Mexico, Chile, Peru, and even China. Many of the men who were already in California left their jobs to try to get rich quick in the gold fields.



The news of gold caused the population in California to grow. Towns sprang up overnight and these were called boomtowns. These gold mining towns had shops, saloons, and other businesses. The few women who traveled west were able to make a living by working in hotels, restaurants and saloons in these towns. As the mining towns became more and more crowded, lawlessness became a problem. San Francisco developed a thriving economy with ships bringing supplies into the bay.

California's economy grew very quickly during the Gold Rush. Some people had a different plan for making money.

More men "struck it rich" as merchants than miners. These entrepreneurs quickly realized that there was more money to be made in opening businesses and selling supplies to the miners than in panning for gold. At one point eggs, which were in short supply, cost \$3.00 each! Sam Brannan got rich by selling shovels, picks, pans, and other supplies for mining to the men. Levi Strauss, a German born tailor, had heard that the miners needed sturdy pants. He opened a store in downtown San Francisco selling pants to the miners. It was the entrepreneurs who made the money during this time.





Farming also boomed as a result of the Gold Rush. Because the population increased so quickly, more food was needed. As miners quit and gave up the gold fields, they began to look for other work. Many of them became farmers, and by 1860, there were almost 19,000 farms in California.

The Gold Rush also changed the way that California was governed. In the 1840s, Mariano Guadalupe Vallejo became powerful and helped to govern the area. He was a Mexican born in California. During the Gold Rush, as more and more Americans moved to California, they became a more powerful influence on the government. The Californios slowly lost their power, authority, and land.

By 1851, the gold that could be found on the surface of the ground was mostly gone. As the gold became more challenging to find, better technology and equipment was needed. Hydraulic mining, which used high pressured water to wash away the sides of mountains so that they could get to the buried minerals there. This was very profitable, however it destroyed much of the region's landscape and that damage can still be seen in some places today. Habitats were destroyed, entire species of plants and animals were depleted, and hillside, streams, rivers, and watersheds were destroyed.



The Native Americans suffered as well. They continued to lose their homelands to the many Americans who had come west for the gold. They lost rich hunting grounds to this rapid growth. Many Native Americans changed their culture to fit into the teachings of the white settlers and their numbers continued to decline as a result of diseases and fighting.

Lesson 5 Reflection

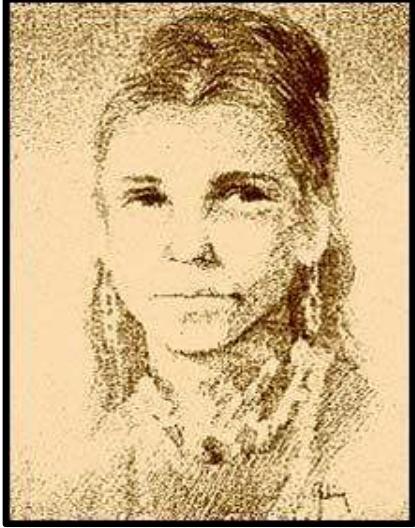


Based upon your understanding of the Gold Rush and the many contributions made to the California culture and economy by the 49ers and the entrepreneurs who were a part of this movement, reflect on the Big Idea and Essential Questions.

Big Idea: Native Californians, Californios, newly arriving immigrants joined together in giving structure and shape to California.

Essential Questions:

1. Prior to the 1850s, why did CA attract a diverse population?
 2. How did internal and external factors affect the culture and economics of CA?
 3. How were the contributions of the Spanish and Mexican people validated in the creation of the CA Constitution?
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Juana Briones

Quick Facts

Birthdate: 1802

Death Date: 1889

Place of Birth: Villa Branciforte (now Santa Cruz)

Place of Death: Mayfield (now part of Palo Alto, California)

Juana Briones was born in 1802 at Villa Branciforte of mixed African and Spanish descent. Her mother and grandparents came to California from New Spain (present day Mexico) with the De Anza Expedition in 1776. Juana and her siblings grew up in San Francisco's Presidio, where her father, retired soldier Marcos Briones, had been sent. Juana learned herbal medicine from a curandera.

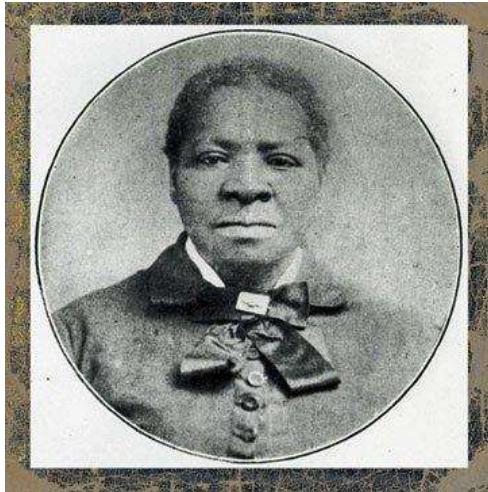
In 1820, at the age of 18, she married a cavalryman who was stationed at the Presidio named Apolinario Miranda. Together they had eleven children between 1821 to 1841. Three of the eleven did not survive their infancy. From very early on, Juana was always a resource of care for others. She provided a safe haven for soldiers, seasick from long voyages, and provided care to a group of people suffering from smallpox. In addition, Juana used medicinal herbs to help Native Americans, Mexican, and English people who needed help. Juana trained her nephew, Pablo, in how to tend broken bones.

Juana ran a small vegetable farm and cattle business to support her family. In order to support her growing businesses, she purchased 44,000 acres of land in 1844. She built a home, raised her family, and ran a successful business until she was close to 55.

Legacy

When California became a state in 1850, many landowners lost their land to the rules of the new government. Juana, however, was very astute, and chose people to represent her in her fight to keep her property. Not only did Juana keep her rancho, she also kept additional property that was hers after her husband's death. The battle for this land lasted over a decade and went all the way to the Supreme Court, which ruled that the land rightfully belonged to Juana. She owned five properties over the course of her life, and died in 1889.

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Quick Facts

Birthdate: August 15, 1818

Death Date: January 15, 1891

Place of Birth: Hancock County, Georgia

Place of Death: Los Angeles, California

Bridget Mason, known now as “Biddy,” was born a slave on August 15, 1818. She was sold as a child several times, and worked on plantations in three different states. Although Biddy was forbidden to learn to read and write, she learned many valuable skills, such as a house servant, medicine, and midwifery. She also worked in the cotton fields and cared for livestock. While working for the Smith family, Biddy gave birth to three daughters. These girls added value to the slave owners, as they were simply treated as additional labor.

In 1844, the Smith family left Mississippi for Utah. During the long, seven month journey, Mason, her children, and the other slaves walked behind wagons and livestock. The slaves cooked, cleaned, and took care of the animals. Mason delivered seven children during the journey. Soon after, the Smith family joined a group of Mormons on a journey to California in order to begin a new settlement. This was Biddy Mason’s first step towards freedom.

California became a free state in 1850. According to the constitution, slavery was forbidden in the new state. Those slave owners that arrived before 1850 could keep their slaves, however Smith and his slaves arrived in 1851. Smith then tried to take his family, along with the slaves, to Texas. The sheriff forbade Smith from doing this, and a judge officially set all of his slaves free in 1856.

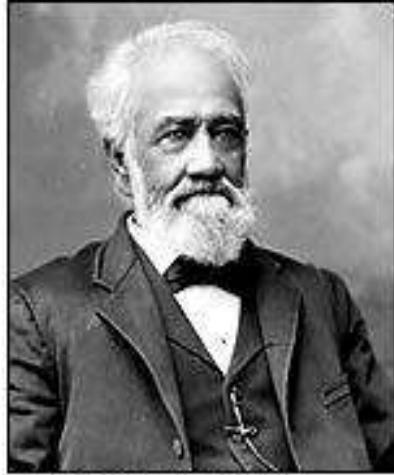
With her newfound freedom, Mason used her skills as a midwife and began a paid job for a doctor. Using her savings, she purchased two plots of land. This made her the first African American to buy property in the United States. She built small homes and rented them in order to make a profit. By the late 1800’s, Mason was the richest African American woman in the United States.

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Biddy Mason devoted much of her time, money, and energy to her community. She opened her home to the needy, donated money to schools and churches, and offered guidance to working African Americans who were trying to establish a home in Los Angeles. She founded, or started the First African American Methodist Episcopal Church, where, 100 years later, thousands of its members laid a tombstone upon her previously unmarked grave. Presently, November 16 is declared “Biddy Mason” day in honor of this courageous woman who was a pioneer for those who came after her.

Antonio Franco Coronel



LOS ANGELES PUBLIC LIBRARY

Quick Facts

Birthdate: October 21, 1817

Death Date: 1894

Place of Birth: Mexico City

Place of Death:

Antonio was born on October 21, 1817 in Mexico City during the last years of New Spain. Coronel came to Alta California at the age of 17 with his parents in 1834. As an immigrant Mexican living in California, Coronel was considered a "Californio." Coronel acquired gold in abundance. First, he traded with an Indian - a single blanket for nine ounces of gold. Coronel's servant, Benito Perez, sold a year-old serape for more than two pounds of gold. Perez then followed the Indians and spied them gathering gold in a nearby ravine. Coronel and his party moved in and took over. The first day, Coronel dug 45 ounces of gold. The next, he got 38 ounces. On the third day, he dug 51 ounces. A man working nearby extracted 52 pounds. Another man gathered gold with a spoon.

He was appointed Assistant Secretary of the Tribunals for the Pueblo de los Los Angeles, and in 1843 became the Justice of the Peace which was the equivalent of mayor. When the Mexican-American War began, Coronel served in the Mexican Artillery against the United States.

Legacy

Once the war ended Antonio Franco Coronel resumed public life. In 1853 he was elected mayor of Los Angeles. He also served a four-year term as state treasurer. Coronel died in 1894.

Mariano Guadalupe Vallejo



Quick Facts

Birthdate: July 4, 1807

Death Date: January 18, 1890

Place of Birth: Monterey, California

Place of Death:

Mariano Guadalupe was the eighth of thirteen children born to Ignacio Ferrer and his wife Maria Antonia Lugo. His father was a sergeant in the Spanish Army of New Spain who actually accompanied Father Junipero Serra in his expedition to northern California in 1776. Because Mariano's father was a well-respected army engineer who worked on various presidio irrigation projects, it allowed the opportunity for his third son, Mariano to have access to rare books and education. Additionally, because of his father's station, young Mariano was in close proximity to the strong, but weakening powers of the Spanish Crown in a hugely unsupervised government of Alta California.

Mariano was able to find favor with one Governor after another even as the power changed from Spanish to Mexican rule. He was afforded diverse training that would have been difficult to find in the area at the time. Some of his training included instruction in foreign languages including French, English and Latin, Clerical skills with an emphasis in government, and military training first as a cadet and later a corporal.

Legacy

Mariano Vallejo was an important Californio. In 1833, Vallejo was appointed Commander of the San Francisco Presidio. It was his task to oversee the secularization of Mission San Francisco Solano. It was then that he acquired over 175,000 acres in various ways including purchases, gifts and in payment for services rendered. In 1835, he was appointed Director of Colonization and was the only person in the territory allowed to grant land. As the Mexican government sought to protect its interests in Alta California, Vallejo became more powerful. Because Vallejo sought to remain neutral against American "invaders", he allowed Americans to cross into Mexican borders even though it was against Mexican law. Over the next few years, Americans started occupying areas and taking land illegally. Eventually, Vallejo was imprisoned at Fort Sutter where he got sick with malaria.

Although much of his land was taken during his imprisonment, he was elected a state senator where he believed in Indian voting rights. He was against slavery in California, and he supported women's rights to own land. In 1849, he served as a delegate to the constitutional convention and spoke out for these rights during the writing of the constitution. In 1851, Vallejo donated 156 acres of land and \$370,000 to the state in order to provide a location for a state capitol in Benicia, named after his wife Francisca Benicia Carrillo. By 1855 however, the capitol was moved to Sacramento.

Court case after court case was decided against his estate. The large amounts of land and fortune that he did keep control of were mismanaged and he suffered tremendous losses. A fire destroyed his once grand "La Casa Grande" along with many of his material goods including his original five volume manuscript, *The History of California*. Mariano Guadalupe Vallejo died on January 18, 1890

Stephen Hill



Quick Facts

Birthdate:

Death Date:

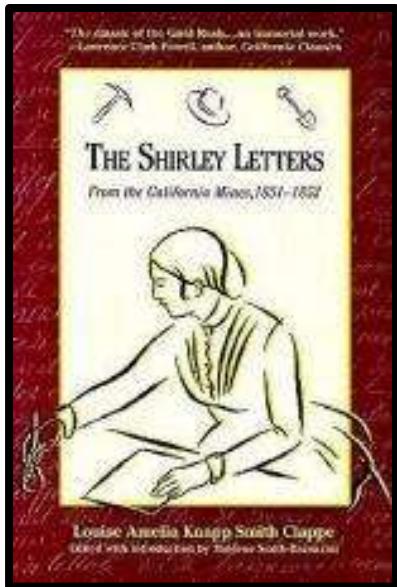
Place of Birth:

Place of Death:

Very little is known about Stephen Hill's early life, except that he was a slave.

Legacy

After gold was discovered in California in 1849, a man from Arkansas by the name of Wood Tucker arrived in Gold Springs California to seek his fortune. He was accompanied by his slave, Stephen Spencer Hill. By 1853, Mr. Tucker had lost interest in the land that was undeveloped for the most part, and returned to Arkansas. Prior to his owner's departure, Stephen Hill claimed to have purchased his own freedom from Mr. Tucker and was able to live his life as a free man in California, a free state. By October of the same year, Stephen Hill had cleared forty of the one hundred sixty acres and planted wheat and barley to sell. Additionally, he was able to build a cabin and continued to mine the entire time. Eventually he filed a claim to the land he had worked. The following year he found nine ounces of gold that allowed him to invest in his own ranch and thus create a highly profitable business. It was then that an agent of Mr. Tucker, by the name of Owen Rozier had Stephen arrested as a runaway slave in order to claim back the land and all of the profits that the ranch had made. Stephen Hill's friends and neighbors were outraged when the court found in favor of Owen Rozier thus ordering Stephen's return to slavery. The property was also to be returned to Mr. Tucker. By then however, Stephen had formed such strong relationships with his neighbors that his friends were able to sell everything, without the knowledge of the agent. They then executed an elaborate plan to help Stephen escape his temporary imprisonment. The cash from the sales was returned to Stephen Hill, and he was able to flee to Canada until finally settling in Traverse City, Michigan.



Louise Clappe

Quick Facts

Birthdate: July 28, 1819

Death Date: 1906

Place of Birth: Elizabeth, New Jersey

Place of Death: New Jersey

Louise Amelia Knapp Smith Clappe was born on July 28, 1819. She was one of seven children, and her father was a teacher in charge of the local academy. Both of her parents died before she was 20 years old. She made education an important priority in her life. She attended a female seminary followed by two years at Amherst Academy. Eventually, she followed in her father's footsteps, becoming a teacher in 1840. She married Fayette Clappe in either 1848 or 1849. While her husband was studying to be a doctor in Vermont, they caught gold rush fever and headed west to California. They spent most of their time in San Francisco, and it was from here that Clappe was able to offer the unique perspective of miner life from the female point of view. They never had children together and were eventually separated. While living in San Francisco, she became a well-known writer and educator. She retired from teaching in 1878. She lived the rest of her life in New York City, and died in 1906.

Legacy

Clappe is best remembered for her series of letters under the pen name "Dame Shirley." These were a series of letters written over the course of approximately one year, to her sister Molly. These letters chronicled the mining life in California, from the unique female perspective. She also offered details of gold rush life. These letters reflected the education and writing skills of Louise Clappe. In addition, she was also known for her other published works and her achievement in education.

Bernardo Yorba



Quick Facts

Birthdate: August 20, 1800

Death Date: November 28, 1858

Place of Birth: San Diego

Place of Death: Los Angeles

Bernardo Yorba was born in San Diego, California. He was the son of one of the first Spanish soldiers that arrived in California. Bernardo attended an elementary school run by a group of Franciscan Fathers. His father moved to the Rancho Santiago de Santa Ana. This was an area of land granted to him and his nephew by the governor, on behalf of the Spanish Government in 1810. The family soon followed and settled at the rancho near present day Olive, California. He married his first wife, Maria de Jesus Alvarado in 1819. After her death, he married Felipa Dominguez in 1829, and after she passed away, he married his third wife Andrea Elizade in 1854. The rancho owned by his father was granted to Bernardo in 1834. Shortly after, he began the construction of a large adobe house which would become known as the Bernardo Yorba Hacienda.

Legacy

When Bernardo died in 1858, he left behind a prosperous rancho and many heirs. He is known as one of the most successful ranchers in Alta California. His rancho was more than 35,000 acres. He built his large adobe hacienda near what is now known as Yorba Linda, the present city named in his honor.



Levi Strauss

Quick Facts

Birthdate: 1829

Death Date: September 26, 1902

Place of Birth: Germany

Place of Death: San Francisco, California

Levi Strauss was born into a large family in Germany. Because his family was Jewish, they experienced discrimination and persecution. When he was sixteen years old, his father died, leaving him as the man of the family. At age eighteen, Strauss, his mother, and his sister moved to New York, where they reunited with two of his brothers who had already started a successful dry goods business. Carrying as much as 100 pounds of sewing goods, blankets, and kettles, he walked the streets of New York as a peddler.

Strauss saw the Gold Rush as a giant opportunity to sell goods, so he booked passage to San Francisco, arriving in March 1853. At that time there were 70,000 people living there, and there were already 117 dry goods stores. Many of them lacked merchandise though. Strauss thought that he could do a better job. With his brothers supplying the goods from their New York store, he started a business with his brother-in-law, David Stern.

One of his customers, a Nevada tailor named Jacob Davis, designed heavy cotton work pants. He hammered rivets onto the pocket corners to make them more durable. Unable to afford a patent application, Davis proposed a partnership with Levi Strauss and Company in 1872. “The secret of them pants,” he wrote, “is the rivets that I put in those pockets and I found the demand so large that I cannot make them fast enough.” Strauss took Davis up on his offer, and the Nevada man moved to San Francisco to become head tailor and production foreman. Their “waist high overalls” became popular among the region’s miners, teamsters, lumberjacks, and farmers. By the end of 1873, thousands of San Franciscans were wearing Levi Strauss and Davis’s pants.

Legacy

Levi Strauss and Company sent sales representatives across the nation and around the globe, preaching the value of their clothing to workers. Anyone who needed durable pants - and that was nearly everyone - wanted a pair. Levi Strauss retired from day-to-day work as early as 1886. When he died in 1902, he left the company to his four nephews. But in a way, the story was just beginning. The pants found immortality by coming to represent the rebellion and romance of the untamed American West. Hollywood stars wore them, kids adopted them, and they became a social phenomenon: a worldwide symbol of youth, independence, ruggedness, and freedom.



Samuel Brannan

Quick Facts

Birthdate: March 2, 1819

Death Date: May 5, 1889

Place of Birth: Saco, Maine

Place of Death: Escondido, California

San Brannon was born in Maine and moved to Ohio when he was 14-years-old. After joining the Church of Latter Day Saints, he moved to New York City where he started his first newspaper. When their church leader was killed, Brannon and a group of church members set out for California via Cape Horn. When they landed in San Francisco, the population of the pueblo tripled. Brannon started the first newspaper in San Francisco and became the first president of his church. Early in 1848 when gold was discovered, Brannan owned the only store between San Francisco and the gold fields. He saw an opportunity and capitalized on it by buying up all the picks, shovels, and pans that he could find. Then running up and down the streets of San Francisco, he shouted "Gold! Gold on the American River!" He paid 20 cents each for the pans, then sold them for \$15 apiece. In nine weeks, he had made \$36,000.

Legacy

During the gold-rush days of California, Brannan became California's first "millionaire." He purchased John Sutter's vast holdings and built many buildings in San Francisco and Sacramento. He established a successful ship trade with China, Hawaii, and the east coast. His land holdings extended to southern California and the Hawaiian Islands where, in 1851, he visited and purchased large amounts of land in Honolulu. In 1853, he was elected to the California state senate in the new state's capital of Sacramento. He was a pioneer in developing trade with China and financial agreements with Mexico, and he was a founding member of the Society of California Pioneers. Finally, he developed banks, railroads, and telegraph companies in California. In 1872, Brannon lost much of his fortune when his wife

divorced him. California law stated that women were entitled to half of their family assets in case of divorce. Brannon headed south toward San Diego, where he remarried and bought a small ranch near the Mexican border. Sam Brannon died in Escondido, California on May 5, 1889.

Lesson 6 Biographies Process Grid

Person	Early Life	Legacy	Interesting Fact/s
Juana Briones			
Biddy Mason			
Antonio Franco Coronel			

Mariano Guadalupe-Vallejo			
Louise Clappe			
Bernardo Yorba			

Levi Strauss			
Stephen Hill			
Sam Brannan			

Lesson 5 Reflection

Choose one of the important people you have just learned about. Use your process grid to write a short summary about the person and their legacy. You should consider their accomplishments and contributions and connect them to the Big Idea and Essential Questions.

Lesson 5 Biographies Process Grid			
Person	Early Life	Legacy	Interesting Facts
Alexis de Tocqueville			
Malala Yousafzai			
Thomas Jefferson			

California Bilingual Constitution 1849

Background Essay

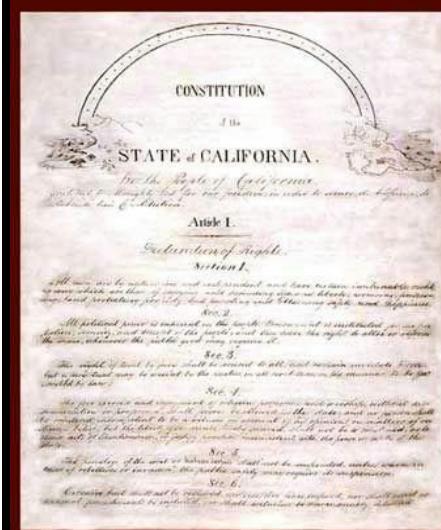


Earliest Image of Colton Hall, ca 1858

On September 3, 1849, California's first constitutional convention opened at Colton Hall in the town of Monterey. A constitution is a document that establishes and describes the duties, powers, structure, and function of a government. There were 48 delegates, or representatives at this meeting. They represented diverse cultures, regions, and thinking. Because of this diversity of backgrounds, both Spanish and English were spoken at the convention. Because two languages were being spoken, it was called a bilingual convention.

Californios, pioneers, and miners were sworn in as delegates. Seven of the 48 delegates were Californios. Some had lived in California all of their lives, and some had only lived here for a few months. The ages of the delegates ranged from 25-53, and they came from all walks of life. There were fourteen lawyers, twelve ranchers, nine merchants, four military men, two printers, two surveyors, two of unknown professions, one banker, one doctor, and one man "of elegant leisure". Among the signers of the 1849 California Constitution were John Sutter, General Mariano Vallejo, Jose Antonio Carillo, and Pablo de la Guerra. These delegates recognized the need for change and law and order in California. After the fast population growth of the Gold Rush and the lawlessness of the boom towns, everyone recognized the need for a set of rules, or laws.

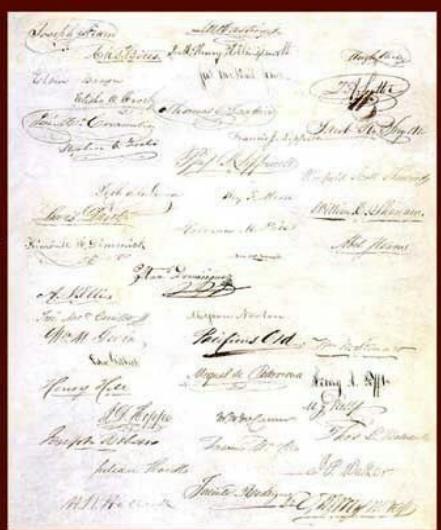
1849 California Constitution



Original English Version



Original Spanish Version



Signatures

There were a number of issues discussed in the writing of the constitution. As each issue came up, they discussed it and voted on it. Some heated debates occurred on the topics of slavery, state boundaries, suffrage or voting rights, and women's rights. At this time in the South, slavery was allowed. However, in 1829, twenty years before this convention, slavery was abolished in Mexico and all of its territories. The next debate had to do with the property rights of married women. The discussion was around whether a woman should be allowed to have property separate from her husband. There were many more men living in California at this time than women. Delegates wanted to attract single women. Another hot topic was the boundary line for the state. One group wanted the boundary to the east to be as far as Nevada, and the other group felt that it was a concern to have a state that was so big. That group felt that a natural boundary like the Sierra Nevada Mountains should be used. The last controversial issue was who should be allowed to vote. There were the Californios of Mexican, Spanish, and/or Indian descent. You had newly arrived people of European descent. What was fair on all of these issues? What would you have decided on the topics of slavery, state boundaries, suffrage, and women's property rights?

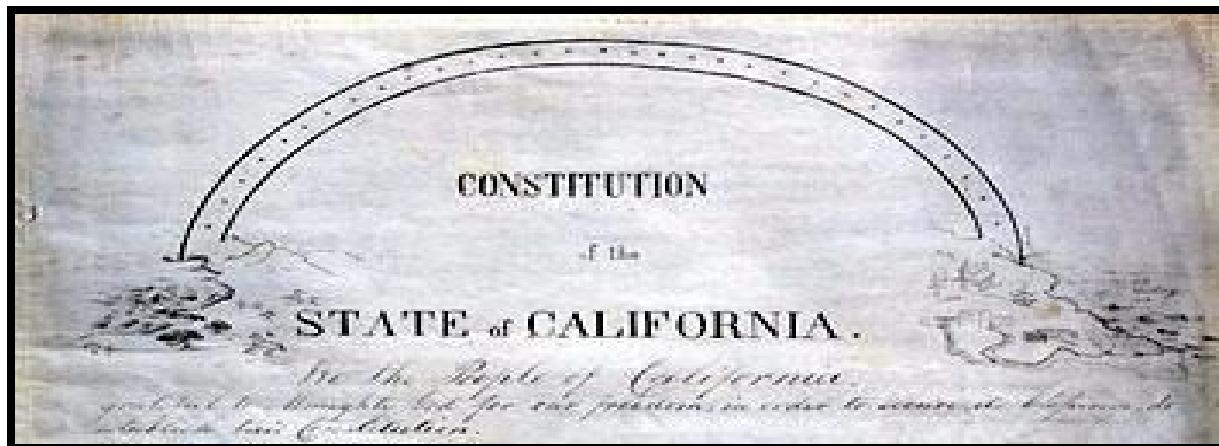
How would you have voted on the following topics? Take a minute to think about how you would vote on each of these important topics. Fill in the left column with your vote and explain your thinking.

Topic	Your Vote (yes/no) and Why	The Delegates Voted
Should slavery be allowed?		
Should women be allowed to own property		
Who should be allowed to vote?		
Where should the eastern border of California be drawn?		

It took the 48 delegates a little over a month to draft the constitution. This nineteen page document made California officially bilingual with English and Spanish languages. It was ratified by the people of California at an election held on November 13, 1850. Article XI, Section 21 reflected the Treaty of Guadalupe Hidalgo's guarantee that all laws, decrees, and other items that needed to be printed would be printed in both Spanish and English. There were 8,000 copies of this original constitution printed and 2,000 of them were in Spanish.

California became the 31st state in the Union on September 9, 1850. This bilingual Constitution guided the state for 30 years and it became the model for Argentina's constitution until a new California state constitution was adopted in 1879.

Interesting Facts



The original constitution is on display in the California Museum in Sacramento, the state's capital. The top of the constitution is decorated with a banner of 31 stars. This represented California's desire to become the 31st state. The banner connects two scenes and two parts of California's history. One image reflects a Californio way of life on the ranchos. The other image shows shipping which opened up California to the rest of the world. The illustrations connect California's past to its future.

DRAMATIZATION OF THE DEBATES THAT
RESULTED IN THE CALIFORNIA CONSTITUTION
OF 1849

written by Morgan Stock.
Revised, November 22, 1999

With special thanks to the Colton Hall Museum
City of Monterey, California

The dialogue is based on the daily journal of the debates kept by John Ross Browne (1817-1875) of Kentucky, the official reporter for the California State Constitutional Convention of September-October 1849.

Edited and condensed for classroom Reader's Theater
by Mimi Lozano, editor of Somos Primos, July, 2015.

Setting: table center stage, with chairs on both sides of the table. Classroom items (globe, books, black board) and an American flag of 1846 stand stage, slightly behind and to the right of the narrator who stands stage right on the easel. An easel, on which the dates are shown for each scene are stage left of the Narrator.

September 4, 5, 12, 22, 24, 26, 27

October 9, 10, 11, 12, 13

Suggestions for transitions from one scene/date to another are in caps.

Suggestion: characters (not the announcer or interpreter) have name label which can be read from the audience. It will emphasize that the decisions for Spanish colonized California were being discussed by non-Hispanics; only Carrillo name will display a Spanish connection. Dress: dark suit, white shirt, BOW-TIE, and vest. Hair, plastered down a bit.

Henry W. Halleck is in US Union army uniform. He is the first character seated to the right of the table. Kimball H. Dimmick.

Please go to Somos Primos

<http://www.somosprimos.com/sp2010/spnov10/spnov10.htm#1849>

for information on the individuals whose words were recorded and here-in shared. A copy of the summary of the delegates who signed the constitution could be distributed to the audience.

List of Characters in order of appearance:

Narrator

Jose Antonio Carrillo

Interpreter

Henry Hill
Kimball H. Dimmick
Robert Semple
W. M. Gwinn
Stephen C. Foster
W. E. Shannon
Edw. Gilbert
Henry A. Tefft
Ch. T. Botts
Frances J. Lippitt
H. W. Halleck
M. M. McGarver
J. M. Jones
Jacob R. Snyder

Narrator: Ladies and gentlemen, the Treaty of Guadalupe Hidalgo was signed on the second of February, 1848. This ended the Mexican American War, conferring complete control to all the lands west of the Mississippi, to the United States government. The Treaty of Guadalupe Hidalgo allowed Spanish/Mexican citizens to keep their properties (with proof of ownership). They also had the option to become US citizens, (if they applied).

In the years 1849 and 1850, United States General Bennet C. Riley commanded the Military Department and exercised the duties of Provincial Governor of Upper California. Henry Wagner Halleck was appointed military secretary of state by Governor Riley. Mr. Halleck, an Army officer and attorney was given the task to assist the residents living in California to determine if California was to be a State or a Territory.

Elections were held throughout cities in California. Forty-eight delegates from ten districts debated complicated issues. There were thirty-eight delegates who signed the constitution, seven were native Californios and spoke Spanish, the 8th was a native of Spain. The convention was conducted in English. Before voting, each resolution and article was translated into Spanish for the benefit of the eight delegates who spoke only Spanish.

California's first Constitution was the first constitution in the United States to be written as a bilingual document, Spanish/English. Perhaps, making the California

constitution unique in the modern world: a conquering army respecting the residents with the inclusion of their language in the constitution.

Saturday, September 1st was the appointed date for the convention to start here in the Walter Colton school house, Monterey; a quorum was not yet available. The convention and debate were scheduled to be held throughout September and October. We will be looking in on some scenes discussing most important issues.

By motion of secretary of state, Halleck, on September 1st, Mr. Kimball H. Dimmick, Esq. was appointed Chair and is conducting.

Tuesday, **September 4th**, Californiano Jose Antonio Carrillo, at 53 years old, was the senior member of the delegates. Here he is addressing the assembly concerning the number of delegates each of the ten districts should have. Counties had not yet been established.

Carrillo: Distinguidos colegas, miembros de la Asemblea del día cuatro de sept. de 1849. Siento no poder hablarles en inglés, pero con su indulgencia mi intérprete puede repetir lo que digo para que lo oigan en su idioma natal. He visto la representación del Sr. Botts y su añadidura y me sorprende que Los Angleles está al mismo nivel que Monterey. Puesto que Los Angleles tiene el doble el número de habitantes. También noto que Santa Barbara no tiene más de tres miembros. Espero que el Sr. Botts cambie lo que propone para que Los Angleles y Santa Barbara tengan el número de representantes al cual tienen derecho. En mi humilde opinión, Santa Barbara debe tener una cantidad igual al número de representantes de Monterey y Los Angeles siete miembros. Gracias por haberme escuchado.

Interpreter: Distinguished colleagues, members of the Assembly of September 4, 1849. I am sorry not to be able to speak to you in English, but with your indulgence, my interpreter may repeat what I say so that you might hear it in your native language. I have seen the presentation of Mr. Botts and his addition, and it surprises me that Los Angeles is on the same level as Monterey. Especially since Los Angeles has twice the number of inhabitants. I also note that Santa Barbara only has three members. I hope that Mr. Botts changes what he proposes so that Los Angeles and Santa Barbara have the number of representatives they are due. In my humble opinion Santa Barbara and Monterey should have the same number of representatives as Los Angeles, seven members. Thank you for having listened to me.

Hill: Mr. President, I move that the District of Los Angeles be entitled to seven delegates instead of five; and Santa Barbara five, instead of three.

Dimmick: Do I hear a second? (A SECOND IS HEARD) All in favor, say aye. (UNANIMOUS AYES) So carried.

Narrator: The order of the day was the selection of a President. Although in frail health from a bout with malaria, the 42 year old Robert Semple, a printer who had lived in California for five years, was elected President by secret ballot.

Semple: While, with an open heart, I feel grateful for the honor conferred upon me, yet I must say that I feel great regret that it has not fallen into abler hands. So far as the duties of the President of this Convention shall devolve upon me, I shall use every effort to perform them with as much moderation as I can, and as nearly as practicable with justice and attention to the right. We are now, fellow citizens, occupying a position to which all eyes are turned. The eyes not only of our sister and parent States are upon us, but the eyes of all Europe are now directed toward California. This is the preliminary movement for the organization of a civil government, and the establishment of social institutions.

It is important, then, that in your proceedings you should use all possible care, discretion, and judgment; and especially that a *spirit of compromise should prevail in all your deliberations*. **Original text:** It is to be hoped that every feeling of harm will be cherished to the utmost in this convention.

[[**substitute sentence:** It is hoped that any concern for possible harm, will be considered to the utmost in this convention.]]

By this course, fellow citizens, I am satisfied that we can prove to the world that California **has not been settled entirely by unintelligent and unlettered men**... Let us, then go onward and upward, and let our motto be "Justice, Industry, and Economy". (APPLAUSE AND CHEERS. FREEZE.)

Narrator: A few more resolutions were offered September 4th. One of the more important resolutions was that a committee of three was appointed to call upon the clergy of Monterey, and request them to open this convention each day with a prayer. The Convention was then adjourned until ten o'clock the next morning. (BREAK FREEZE AND LOOK TO LEFT OR RIGHT.)

(SEMPLE MOVES TO SIT AT THE TABLE WITH DIMMICK. DIMMICK IS STAGE RIGHT OF SEMPLE.)

On Wednesday, September 5th: The convention began with a **prayer** (ALL BOW HEADS) by the Reverend Padre Antonio Ramirez. Then the President and members took the **oath** to support the Constitution of the U.S. (ALL STAND WITH RIGHT ARM RAISED, MR. HALLECK WITH BIBLE IN HAND, STANDING BY THE FLAG.) The order of the day was to vote on a resolution proposed by Mr. Gwinn (ALL ARE NOW SITTING DOWN) for a select committee to report a plan of the State Constitution for the action of the whole convention. Mr. Gwinn a 44 year old farmer from Tennessee, in California for 4 months is speaking.

Gwinn: Mr. President, I do not think there is a member on this floor in favor of a territorial government.

Foster: I beg to differ with the gentleman! Some members are in favor of a territorial government. I, for one, am opposed at present to entering into a state government. My colleague, Senior Carrillo, feels strongly...

Carrillo: distritos de California, y yo no creo que sea para el mejor interés de mis constituyentes que el gobierno del estado debe ser formado. Y que al mismo tiempo, como la mayoría de esta Convención parece estar a favor del govierno del estado...

Halleck: Mr. President.

Semple: Yes

Halleck: Delegate Carrillo has given me a statement which I will endeavor to translate. "I, Mr. Carrillo, represent one of the most respectable communities in California, and I do not believe it to be in the best interests of my constituents that a state government should be formed. At the same time, as a majority of this Convention appears to be in favor of a state government, I propose that the country should be divided by running a line East from San Luis Obispo, so that all north of that line might have a state government, and all south thereof a territorial organization. (GENERAL HUBBUB... CRIES: NO, NO! NOT THAT!) (Continues) Although a gentleman belonging to this body has stated this morning that it was not the object of the convention to form a constitution for the Californians, I beg leave to say that I consider myself as much an American citizen as the gentleman who made that assertion." (CRIES OF GOOD FOR YOU SENOR CARRILLO...SOME APPLAUSE)

Gwinn: Mr. President, What I said was that the Constitution which we're about to form is for the American population. Because the American population is the majority. But it is for the protection of the minority: The Native Californians. The majority of any community is the party to be governed; they are to be restrained from infringing upon the rights of the minority.

Carrillo: Estoy satisfecho.

Halleck: Mr. Carrillo is satisfied.

Narrator: On Saturday, two of the sections of the Bill of Rights were passed. Twenty-seven year old W.E. Shannon, from Ireland, moved to insert the following:

Shannon: I move that we insert, as an additional section, the following: Neither slavery nor involuntary servitude, unless for the punishment of a crime, shall ever be tolerated in this State.

Narrator: It is an honor to the memory of this convention, that the section was adopted *unanimously*. The approval of that section set forever that California would be a free state. Then Shannon continued with another important issue, respect and legitimacy of the Spanish language.

Shannon: Mr. Chairman, I move that a committee of three be appointed to receive proposals for the printing of the *proceedings of this Convention in Spanish and in English*, with instructions to receive all bids, and to report to the House.

Narrator: The chairman appointed a committee and adjourned the Convention. The delegates reassembled on **September 12th** and debated the very important *right of suffrage*.

Mr. Semple in poor health requested Mr. Frances J. Lippett to conduct for him. Mr. Lippett, a 37 year old attorney, from Rhode Island has lived in San Francisco for over two years. (LIPPETT NOW SITS IN THE SEAT

OCCUPIED BY SEMPLE.)

The section reads as follows: "Every white male citizen of the United States, of any age of twenty-one years, who shall have been a resident of the State for six months next preceding the election, and the County, in which he claims his vote twenty days shall be entitled to vote at all elections which are now, or hereafter may be, authorized by law."

Gilbert: Mr. Chairman, I move to amend the section as follows: After the words "United States" and before the word "of, insert "and every male citizen of Mexico *who shall have elected to become a citizen of the United States*, under the treaty of peace, exchanged and ratified at Queretaro"

Narrator: Mr. Gilbert then proceeded to read from the Treaty of Guadalupe Hidalgo, the Peace Treaty, and pointed out that if his amendment was not adopted, the Mexicans would not have the right to vote, as the Treaty *did not seem to give them that right*. At this point, Mr. Botts proposed that the amendment include the word *white* before the words "male citizen of Mexico." Mr. Gwinn asked Mr. Carrillo if Indians and Africans were entitled to vote under Mexican law.

Mr. Carrillo replied that according to Mexican law, no race of any kind is excluded from voting.

Mr. Gwinn then asked if Indians were considered Mexican citizens, and Mr. Carrillo answered that some of the first men in the Republic were of the Indian race. They are still talking about Indians and Mr. Tefft has the floor.

Tefft: From my earliest youth I have felt something like a reverence for the Indian. I admire their heroic deeds in defense of their homes, their wild eloquence and uncompromising pride. Has not injustice enough already been visited upon the Indian race? They have been driven from one extremity of the land to the other. Shall they now be driven into the waves of the Pacific? Shall we prohibit them from becoming civilized? Surely the prejudice against color does not extend so far! I consider that this native population is better entitled to the right of suffrage than I, or a thousand others who came here but yesterday. (MURMURING OF APPROVAL)

Narrator: Eventually, Mr. Gilbert's amendment — "and every male citizen of Mexico etc — was passed, and a number of other sections passed without debate. Mr. Charles T. Botts, a 40 year old Attorney at Law from Virginia, in California *for sixteen months*, makes **another** motion . . .

Botts: I move that no person living in California, **who has left his family elsewhere**, shall be considered as a resident of California.

Lippett: The Chair recognizes Mr. Halleck.

Halleck: I would like to know if the persons to whom the gentleman has made reference were not included under the head of "idiots and insane persons" in the 5th section? **(LAUGHTER)**

Gilbert: I think it rather unfair that a gentleman who enjoys the blessing of having his family here, should be so hard upon those who, like myself, have left theirs at home.

Botts: I really suppose there would not be a dissenting voice to this very plain proposition. The object of the amendment was to have some guarantee that persons who are to assist in making our laws will remain in the country long enough to be subject to the operation of those laws.

Narrator: Objections continued. Mr. McCarver, a 42 year old farmer from Kentucky, who had been in California for one year, in retort stated:

McCarver: I protest against this proposition. It would be very hard if I should *after my long residence* here, be deprived of my right to vote because my family is elsewhere.

Lippett: Mr. Halleck.

Halleck: I think one more provision ought to be introduced — that all single men should be married in three months. **(HEARTY LAUGHTER)**

Lippett: All those in favor of Mr. Botts' motion say Aye, opposed, **(NO NO).** The motion is defeated. Convention adjourned. **(TURN HEADS FROM AUDIENCE)**

Narrator: Saturday, September 22: We join the Convention now on a discussion of the boundaries for the state. The Boundary Committee about a week ago gave the Northern boundary of Oregon; the southern boundary of

Mexico; the western boundary of the Pacific Ocean; and the eastern boundary as a line on the eastern slope of the Sierra Nevadas.

Gilbert: I believe that the boundary of the State of California should include all that tract of country from New Mexico to the Pacific, including the Great Salt Lake.

Gwinn: Mr. Chairman.

Lippett: Yes. Mr. Gwinn

Gwinn: I look upon it as a matter of great importance that the boundary should include the entire territory so that there could be no question hereafter. It is true that this proposition embraces an immense unexplored region; that it brings in the Mormon settlement on the Salt Lake. But the Mormons have already applied for a government, and if they do not desire to remain in the State of California, it is very easy for them to form a separate government.

Shannon: Mr. Chairman, I am opposed to Mr. Gwinn's amendment, and I support the Committee's boundaries, with the eastern boundary being along the crest of the Sierra Nevada. I consider that it is indispensably necessary that we should have more fixed limits to the new State of California. This is an immense territory which the gentlemen proposes to include. The northeastern portion of it is, as the gentleman states, settled now by a large population of people, whose religious tenets certainly form a great barrier to their introduction among the people of California. They will say: We had no hand in forming this Constitution which you endeavor to force upon us, and we will not submit to it.

Lippett: Mr Gwinn.

Gwinn: As this is a very important question, I propose that the subject be laid aside, and that the Secretary be directed to prepare copies of the amendments to be laid before the members, so that when the subject comes up again we may be prepared to act upon it.

Lippett: I would entertain a motion that the Convention be adjourned until 10 o'clock Monday next.

Halleck: I so move. (A SECOND AND AYES)

Lippett: (POUND THE GAVEL) The Convention is now adjourned.
(TURN AWAY FROM AUDIENCE)

Narrator: **Monday September 24,** After some verbal amendments made by Mr. Shannon and Mr. Gwinn on their amendments, the debate waxed heavy on the question of the boundary for the *entire day and night session*, the Convention voted to establish the eastern boundary of the State at the Territory of New Mexico.

Mr. Semple's health was such, (SEMPLE ENTERS AND SITS DOWN, LIPPETT SITS WITH THE OTHERS.) that he returned to conduct the debate. Mr. Semple an advocate for education brought up a new subject.

Semple: Do I hear a motion that we form the Committee of the Whole for the debate on Article VIII on education?

Voice: I so move. (SECOND AND AYES)

Semple: Done.

Narrator: The first section concerning the election of a Superintendent of Public Instruction by the people was passed without debate. Then Mr McCarver read the second section.,

McCarver: The Legislature shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvements. The money raised from land grants, etc. shall remain a perpetual fund for the support of public schools throughout the state. Provided that the Legislature may, if the exigencies of the State require it, appropriate these monies designated for education to other purposes.

Botts: I move to strike out the proviso. It seems to me to be inconsistent with the previous portion of the section. In one part you say that the proceeds of these lands shall be inviolably appropriated to the support of public schools. Yet, then turn around and say, provided the Legislature shall not enact laws to the contrary. Either the first clause or the last should be stricken out. I cannot see how a friend of this school fund could vote for this proviso.

Semple: (EMOTIONALLY) There cannot be too large a fund for educational purposes. Why should we send our sons to Europe to finish their

education? If we have the means here we can procure the necessary talent; we can bring the President of Oxford University here by offering a sufficient salary. We should therefore carefully provide that this fund shall be used for no other purpose. Education, Sir, is the foundation of republican institutions. (SEMPLE COUGHS AND MOTIONS FOR LIPPETT TO RETURN AND TAKE OVER CONDUCTING. QUICKLY TAKING HIS SEAT, LIPPETT RESPONSES TO MR. JONES.)

Lippett: Mr. Jones.

Jones: I think the proviso should be retained. There are but few children here now, and it is not probable the number will be great for some time to come.

Botts: Does the gentleman propose that we, who have children, shall wait until he and all others who have none shall procure such appendages?

Jones: Not at all, Sir.

Lippett: Could we vote on Mr. Botts' amendment that the proviso be stricken out. Is there any more debate on the subject? (YES, YES ETC) All in favor that the proviso permitting money allotted to school funds be spent for things other than schools **be stricken out**, say aye. (CHORUS OF AYES, CLAPPING, ARM GESTURES). Opposed; The proviso is **ordered out**. (FREEZE WITH ARMS IN GESTURES OF BEING PLEASED.)

Narrator: Wednesday, September 26: In the evening session so far the article on the Judiciary has been passed and laid on the table. We now rejoin this session of the Convention; Mr. Lippett is speaking...

Lippett: We will now hear the report of the Committee on the Constitution as relates to "Miscellaneous Provisions." The first section being under consideration, as follows: "The first session of the Legislature shall be held in the Pueblo de San Jose, which place shall be permanent seat of Government until removed by law."

Narrator: The location for the first session of the California Legislature to be held was greatly debated. In addition to San Jose, Monterey, San Francisco, San Luis Obispo, Stockton, Mr. Carrillo suggested Santa Barbara.

Carrillo:

Carrillo: En este momento se discute un asunto de sumo interés a saber el emplazamiento de la capital de California. No creo que pudiera elegir mejor lugar que Santa Barbara. Tanto por su localización privilegiada como por su clima tan saludable. Espero que la Convención tome en consideración estas ventajas al tomar su decisión.

Interpreter: You are now debating a very interesting question — where the capitol of California should be. I do not believe you can fix upon a more eligible place than Santa Barbara, both because of its eligible position and salubrity of climate. I hope the Convention will take its advantages into consideration.

(CRIES OF LETS VOTE, ETC) Voices: Let's vote on Mr. Bott's amendment, etc. Call for the question.

Lippett: Those in favor of Mr. Bott's amendment that the first meeting of the Legislature be held in Monterey please say aye (SOME STRONG AYE)
Opposed (**MAJORITY OF NO'S FACIAL REACTION FREEZE**)

Narrator: In spite of the impassioned suggestions, all suggestions were defeated. It was determined by vote, the meeting of the first Legislature was to be held in San Jose. **Thursday, September 27**, Mr. Shannon was appointed Chairman of the Committee on Miscellaneous Provisions. Mr. Botts from Virginia brings up another point for discussion.

Botts: I shall read the second section of the article on Miscellaneous Provisions: Any citizen of the State who shall, fight a duel with deadly weapons or send or accept a challenge to fight a duel with deadly weapons, with a citizen of this State, or who shall act as second, or knowingly aid or assist in any manner those so offending, shall be deprived of holding any office of profit, and of enjoying the right of suffrage under this Constitution.

(SEMPLE ENTERS AND IS SEATED WITH HELP, BUT NOT AT THE TABLE.)

Tefft: No clause that you can introduce in the constitution will prevent a man from fighting a duel, if it be in defense of his honor. If we had in the Constitution of the United States a clause like this, Hamilton, Randolph, Clay and Benton would have been dropped from the roll of American Statesmen.

Semple: Dueling itself is, so far as I am individually concerned, unconstitutional. My Constitution forbids it, and I have resolved never to fight a duel if I can honorably get out of it. Now I have an instinctive dread of death. I dislike the idea of dying; but give me my choice, whether I shall be branded with infamy, prohibited from holding any office I should choose death in preference. I would dislike very much to fight a duel, because I might be killed.

Narrator: The article was adopted, making dueling illegal. One more major issue included in the thirteenth section of Miscellaneous Provisions deals with women's property rights. Spanish law sanctions women's personal and separate property. It was not a concept easily grasped by many of the delegates. The arguments against inclusion in the constitution was that it should be formed in the legislature. Mr. Shannon speaks:

Shannon: Sec. 13. All property, both real and personal, of the wife, owned or claimed by her before marriage, and that acquired afterwards by gift, demise or descent, shall be her separate property, and laws shall be passed more clearly defining the rights of the wife, in relation as well to her separate property as that held in common with her husband. *Laws shall also be passed providing for the registration of the wife's separate property.*

Tefft: "I say that we have not only the right to embrace a provision of this kind in our constitution, *but it is our duty*. I do contend, Sir, that every wife has a right, a positive right, to the entire control of her private and personal property. The industrious businessman, with his frugal wife, is not in any way affected by it; but if an idle, dissipated, visionary, or impractical man brings his family to penury and want, then I say it is our duty to put this provision in the Constitution for the protection of that family who are helpless, and who have no other means of subsistence... I trust, in consideration for the *native population of California, who always have lived under this system, that it will become a part of our fundamental law.*"

Jones: I am not wedded either to the common law or the civil law, nor as yet to a woman, but having some hopes that some time or other I may be wedded, and I shall advocate this section of the Constitution, and I would call upon all the bachelors in this convention to vote for it. I do not think we can offer a greater inducement for Women of fortune to come to California. It is the very best provision to get us wives that we can introduce into the Constitution.

Botts: I object to this clause, and I shall vote no to expunge it altogether from the Constitution. I object to it on the general principle so often avowed in this Convention, that it is a Legislative enactment, but I also object because I think it is radically wrong. *Sir, the God of nature made woman frail, lovely, and dependent; and such the common law pronounces her.* Nature did what the common law has done—put her under the protection of man; and it is the object of this clause to withdraw her from that protection of the law. I say, Sir, the husband will take better care of the wife, provide for her better and protect her better, than the law. He who would not let the winds of heaven too rudely touch her, is her best protector. When she trusts him with her happiness, she may well trust him with her gold... This proposition, I believe, is calculated to produce dissention and strife in families. The only despotism of the husband... *This doctrine of women's rights, is the doctrine of those mental hermaphrodites, Abby Folsom, Fanny Wright and the rest of that tribe.* I entreat, Sir, that no such clause may be put in this Constitution.

Shannon: Mr. Halleck

Halleck: It will be remembered that this section proposed in the Constitution is, *and always has been, the law of this country.* When we propose, therefore, to put it in the constitution, we are not stepping upon untried ground. For this reason, I am in favor of making it a Constitutional provision. I believe that it is essentially necessary that the wife's property should be protected. I expect myself, Sir, at some future time to take myself a wife. She may be possessed of some little property, and I am not sure but that if it is not secured to her, I may squander it.

Are we prepared to vote on it? (YES YES) The first vote is on Mr. Lippett's amendment. That laws securing the property rights of the wife should be formed in the legislature, not in this constitution. All in favor, say aye. No (OVERWHELMING NO VOTE)!

All in favor of the section as reported by Committee, That the property rights of the wife belongs in this constitution, say aye. (OVERWHELMING AYE VOTE). So carried. (HAPPY EXPRESSIONS, MEN WHISPERING TO EACH OTHER FREEZE. ON "so carried.")

Narrator: Having done right by the women folk of California, on **October 9th**, the Convention moved on to the still unresolved issue of California boundaries. The Gwinn-Halleck amendment and proviso included the Mormon Territory. Unexpectedly, it won by a *close vote*. It resulted in

much confusion, adding to it was Mr. McCarver, a 42 year old farmer who had lived in Sacramento for a year. . who said . . .

McCarver: "We have done enough mischief! I move we adjourn, sine die!

Narrator: The sine die provoking the young Irishman Shannon who rises to his feet shouting, joined in his passion by Snyder and others:

Shannon: I give notice that I will file a protest against this vote. Rest assured that the thirty-nine thousand emigrants coming across the Sierra Nevada will NEVER sanction this Constitution if you include the Mormons.

Snyder: Your Constitution is gone! Your Constitution is gone! (CRIES OF ORDER! ORDER! FROM ALL PARTS OF THE HOUSE. AND THE CONSTITUTION IS LOST)

Narrator: The assembly did not calm down until Mr. McCarver *withdrew* his motion to adjourn, sine die, which means without assigning a day for a further meeting or hearing. The meeting was then quietly adjourned until the next morning, **October 10, 1849.** (FREEZE, TALKING AMONG EACH OTHER.)

Although for a few days there was still considerable discussion and division, October 11, a vote was taken on a proposal by Mr. J. M. Jones. Mr. Jones, was a twenty-four year old attorney from Kentucky, who had been in California four months. Thankfully Mr. Robert Semple is able to return and conclude the convention.

Semple: (HE SITS AND BANGS THE GAVEL). You have heard the motion. The approval of the first part of Mr. Jones' proposal means that eastern boundary line for the State of California will be at the Sierra Nevada line. All in favor (A MAJORITY OF AYES) So carried. (BANG THE GRAVEL AND CHEERS AND CLAPPING. FREEZE.)

Narrator: Friday, October 12, 1849 (UNFREEZE)

Halleck: Mr. Chairman.

Semple: Yes, Mr. Halleck.

Halleck: I move that a committee of three be appointed to transmit a copy of the Constitution of the State of California to General Riley, acting Governor of California, with an accompanying letter signed by the President of this body, requesting the Governor to forward the same to the President of the United States by the earliest opportunity.

Semple: You have heard the motion—all in favor? (ALL AYES) So done. I appoint Mr. Halleck, Mr. Lippett, and General McCarver to the committee. I would like to announce to the Convention that I have received official notice from General Riley that a national salute will be fired by his order, on the signing of the Constitution adopted by this Convention. The Convention is adjourned until tomorrow morning. (LOOK AWAY FROM AUDIENCE)

Narrator: Saturday, October 13, 1849, the delegates recommended that a thank you be sent to General Riley "for the kindness and courtesy which has marked his intercourse, private and official, with the members of the body." In addition, a thank you be sent to the trustees of Colton Hall for the use of the building. The final act by a sub-committee.

Shannon: Your Committee appointed to prepare an address to the People of California has completed its task, and I would like to present that address to the Convention at this time. Plus that the thanks of this convention be presented to the Honorable Robert Semple, for the faithful and impartial manner in which he has discharged the arduous and responsible duties of the chair, and that in retiring, he carries with him the "best wishes of this convention."

Narrator: The address was unanimously adopted. (AYES. AYES.)

Semple: I move that we now sign the enrolled Constitution. (MEN GATHER AROUND AND SIGN THE DOCUMENT. SEMPLE HAS MOVED TO THE FRONT OF THE TABLE. THE MEN STANDING AT EACH SIDE OF SEMPLE, chatting quietly with each other.)

Semple: Gentleman of the Convention, I would be remiss if I did not address a few remarks to you. I wish to take this opportunity before we go our separate ways to thank you for the honor you have done me in selecting me as your President; furthermore, I wish to thank you for the courtesy you exhibited to myself and all the members of the Convention, and finally, I

want to wish you a safe and speedy return to your homes.

(A BIT OF HAND CLAPPING).

McCarver: Mr. President, I move the Convention be adjourned.

Semple: It is done! (TURNS AROUND AND BANGS THE GAVEL. A BIT OF SUBDUED CHEERING, SHAKING HANDS. THE MEMBERS OF THE CONVENTION GATHER UP PAPERS, AND WALK OUT OF COLTON HALL IN PAIRS, SINGLY AND IN BUNCHES.)

Performance Task: Collaborative Poster (QTEL) Rubric

Rationale: Students will demonstrate their understanding of the contributions of the Native Californians, Californios, and newly arriving immigrants and migrants joined together in giving structure and shape to California.

Students are given time to work collaboratively on a poster to represent the **big idea** from the various texts read by the class.

1. Decide through consensus on an **image** that represents the **big idea** of the texts.
2. Decide on a quote from **one resource** that helped your group to make meaning of the **big idea**.
3. Create an original phrase (slogan, tagline) that supports your understanding of the unit.
4. Everyone contributes and signs the poster.

Performance Indicators	Outstanding	Satisfactory	Needs Revision
Content	Poster includes one evocative image and two quotes from the reading and an original statement. The poster successfully communicates the big idea.	Poster includes one image and two relevant quotes from the reading and an original statement. The poster successfully communicates something about the big idea.	Poster lacks either a relevant image or quote from the reading. The poster fails to communicate the big idea.
Presentation	Poster uses creative design to amplify the meaning of the image and quotes. It effectively uses color or shading and the product is neat.	Poster design does not detract from the meaning of the image and quote. Poster uses color and shading and the product is neat.	Poster design detracts from the meaning of the image and quote. Poster does not use shading and the product is sloppy.
Collaboration with Peers	During the planning of the poster, each student is actively involved and contributes ideas for both the image and quotes and statements. All group members encourage peers' participation and work to incorporate their ideas into the poster.	During planning, each group member attention and contributes. All group members respond to each other's ideas.	During planning, one or more group members fail to pay attention or contribute. One or more group members do not contribute to the poster.

Lesson 8 Extending Understanding

Directions: Watch the video and take notes. Stop after each section and make a connection to your learning from the unit in the next column. Make certain to connect information from the video to the different texts from the lessons.

Video Segment	Video Notes	Video to Text Connection
Population Explosion		
Bear Flag Revolt		
Biddy Mason: Real Estate Riches		
Drafting the First California Constitution		
Blue Jeans Innovation		